

Stamped Order of Business 1 p.m., 01-12-16

Bd of Ed Regular Meeting

Extracted from original source, agenda item #25:

<https://boe.lausd.net/sites/default/files/01-12-16OBSTAMPED.pdf>

Mr. Schmerelson - **Excellent Public Education for Every Student** (Res-019-15/16) (Noticed November 10, 2015 and Postponed from a Previous Meeting)

ADOPTED AS AMENDED

Whereas, The recently released report from the Los Angeles Unified School District Independent Financial Review Panel indicates that declining enrollment is one of the critical issues that the District needs to proactively address in order to remain fiscally viable and to be able to provide a high quality, full service public education for every child who enters public schools in Los Angeles;

Whereas, The recently released “Plan for Great Public Schools” from the Eli Broad Foundation seeks to aggressively move over 250,000 students from LAUSD public schools to privately operated, under-regulated charter schools and potentially other types of models, including magnets, pilot schools, and Partnership schools;

Whereas, The Broad Foundation plan does not address the impact, implications and potential for collateral damage to the approximately 300,000 students who would be left in a LAUSD system precariously drained of resources, programs and support systems;

Whereas, The Governing Board of the Los Angeles Unified School District passed the “Believing in our Schools Again” resolution in

May 2015 directing the Superintendent to identify successful programs within the District including but not limited to magnets, International Baccalaureate programs, Dual Language Immersion programs, STEM/STEAM programs, and Pilot schools and develop a comprehensive strategy to grow these programs and strengthen instruction and support at neighborhood schools;

Whereas, The Independent Financial Review Panel made similar recommendations for investment in successful District programs;

Whereas, The Board serves as both the authorizer of the largest number of charter schools in the nation and is responsible for ensuring an excellent educational program for over 540,000 students in LAUSD schools and programs;

Whereas, Rather than incubating ideas and sharing best practices between robust LAUSD programs and innovative charter schools as originally envisioned, recent tactics of saturation and strangulation threaten to create unnecessary competition for precious resources and to divides students and communities; and

Whereas, The Board is committed to the most important and comprehensive education equity mission in the nation and must have the needed resources to implement the A-G for All resolution, the School Climate Bill of Rights, the Equity Index and other essential initiatives to ensure 100% graduation of all students who are college and career ready, and we have not yet met the urgent needs of the many children not experiencing success in our system; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District, while diligently seeking new District leadership, affirms and publicly commits to making every possible effort to attract and retain students and parents by engaging with all stakeholders to develop a framework for excellent public schools, and improved outcomes, for every student by relying on tested

strategies and forward thinking new models that include:

- Research based curriculum and instruction designed to provide all students with equitable and rigorous learning opportunities to equip our graduates with the skills and knowledge necessary for college readiness, career training and preparation for successful lives after high school;
- Fostering Community Schools intentionally directed at improving student achievement, through a holistic approach to teaching and learning, by implementing policies and programs that recognize and support the social, emotional, physical and academic needs of all students;
- Demanding, supporting and cultivating accountable school leadership and teaching staff who understand and project a clear vision and high expectations of academic excellence for all students;
- Leveling the playing field for our youngest students, who daily endure the disadvantages of poverty, by providing access to high quality early learning opportunities that are aligned with first-rate early literacy programs;
- Equitably funded, sequential arts and music education curricula that advance creativity, critical thinking, collaboration and communication skills for all students regardless of their socioeconomic status;
- Acknowledging that student safety is our highest priority and that parents expect their children in our care to be vigilantly protected and educated in secure, well maintained facilities;
- A meticulous and urgent review of our parent engagement efforts that recognizes that we are not always successful in creating

welcoming and resource rich environments and policies that support and encourage critical family involvement in student achievement;

- Developing aggressive and definitive plans for improving student and staff attendance and reducing our unacceptable dropout rate;
- Bold and consistent advocacy for adequate and equitable local, state and federal funding while improving responsible, transparent and accountable management of public revenues; and be it finally

Resolved further, That the Board stands opposed to internal and external initiatives that view our communities as a public education marketplace and our children as commodities, and encourages investments in District-wide programs and strategies that benefit every student whom we are sworn to serve;

Resolved further, That the Board directs the Superintendent to analyze how external proposals the Great Public Schools Now proposal the District's affects enrollment, fiscal viability and the ability to provide an outstanding public education with comprehensive student and family supports before that proposal is considered by the Board; and, be it finally

Resolved, That the Board directs the Superintendent to bring a 2016-2017 budget that prioritizes closing the achievement gap with the support system to do it.

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